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Evaluation
IDENTIFIERS *Self Concept Picture Inventory

ABSTRACT

The Self Concept Picture Inventory (SCPI) was created to evaluate Title I schools, grades one to three, in Atton, Illinois. Specifically, the SCPI measured the impact of counseling programs upon self-image and attitudes toward school and peer groups; and the influence of community services upon students' responses to the general educational program. The SCPI was administered at the beginning and end of successive school years to 225 children in nine schools. Results indicated that improvement in self-concept for each school ranged from a low of 25% to a high of 75%. The SCPI contains 48 sub-titled pictures of stick figures involved in a school activity. Students mark the picture most closely corresponding to their own feelings. The teacher also completes the SCPI for each student. Previous administrations of the SCPI indicated that children see themselves as having more "self-worth" than do their teachers. Teachers can thereby adjust for misconceptions and also design activities to enhance concepts of those children evidencing particularly negative responses. (This document contains the SCPI--also known as At School--and directions for administration and scoring. (Author/CP)

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SELF CONCEPT PICTURE INVENTORY

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James H. Adams

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DIRECTIONS FOR ADMINISTERING SELF-CONCEPT PICTURE INVENTORY

TO THE TEACHER:

1. On each booklet please print the pupil's name, school, and date before starting to administer.
2. The only materials needed for the pupil is the booklet and crayon or pencil which will make a heavy mark. Please check the child so that he uses a kind of marker which is familiar to him and dark enough to facilitate scoring.
3. Prior to testing time and for demonstration purposes, please draw on the blackboard 2 sets of boxes similar to the ones found in the booklets. Any stick figures of your choice will be fine for demonstration. The purpose is to show the child that an X either on the figure or inside the box is satisfactory.
4. The captions under the pictures are to be read orally to the pupils. Use a great deal of expression. The purpose is to help the child to identify his REAL self.

INSTRUCTIONS: (teacher or counselor reads aloud all directions, excepting those which appear in parentheses.)

DIRECTIONS:

Boys and girls, please clear your desks of everything except either one crayon or one pencil which will make a dark mark. (check for clear desks, marker or pencil, and attention) Put the pencil or crayon on your desk and do NOT use it until I tell you to.

Today, I need YOUR help. We are going to do something which could also help YOU. We are going to have some fun. (check desks, pencils, and attention once again.)

Please look at the board. Raise your hand if you know how to make an X. (be sure pupils are told to make a cross if that is the vocabulary name they are used to for X) Thank you.

(any boy) and (any girl), please come to the board. (give each a piece of chalk and stand each child in front of a set of boxes) Will each of you please make one X inside or on any picture in any one of the 4 boxes in front of you. (X must be INSIDE or ON any picture) Thank you. Be seated.

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DIRECTIONS (cont.)

I will give a booklet to each of you. While you are waiting, you may be looking at the pictures to see if YOU are in any of them. LOOK....DO NOT DO ANYTHING ELSE.

(pass out booklets)

I hope as you looked at the pictures, you found someone who looks just like YOU.

(allow a little response time and then continue)

Close your booklets and check to see if YOUR name is on the cover.

NOW for the FUN. (hold up sample booklet) This is a book for you to tell HOW YOU FEEL ABOUT YOURSELF. There are no right or wrong answers....only the answers YOU think are REALLY TRUE for YOU.

Open your booklet to page 1. (check all pupils)

Let's look at the pictures together.

Starting at the top, the pictures say:

I feel GOOD about myself. and I feel VERY GOOD about myself.

Across the bottom of the page, the pictures say:

I DON'T feel good about myself. and I don't CARE about myself.

How do YOU feel? Which one is most like YOU REALLY FEEL? Find YOU on this page. Please point to the one MOST like YOU. If you think you are like this in school, put an X on it. Which one is YOU? Mark only one X on the page.

(reread) I feel GOOD about myself., I feel VERY GOOD about myself., I DON'T feel good about myself., and I don't CARE about myself.

Markers down.

Turn to page 2. (check booklets for page 2)

Which one is YOU? Let's look at the pictures together.

DIRECTIONS (cont.)

Starting at the top, the pictures say:

I like school A LOT. and I like school a LITTLE.

Across the bottom the pictures say:

I WISH I were watching TV. and I WISH I were HOME.

How do YOU feel? Which one is most like YOU REALLY feel? Point to the one most like you. Now take your marker and put an X on the one which is really YOU. Mark only one picture.

(reread) I like school a LOT., I like school a LITTLE.,
I WISH I were watching TV., and I WISH I were
HOME.

Turn to page 3. (check booklets for page 3)

Which one is like YOU in school? Let's look at the pictures together.

Starting at the top, the pictures say:

This is most like me in school. and This is most like me in
school.

Across the bottom, the pictures say:

This is most like me in school. and This is most like me in
school.

How do YOU feel? Which one is most like YOU REALLY FEEL? Find YOU
on this page. Now put an X on the one which is really YOU.

(reread) This is most like me in school. This is most like me
in school. This is most like me in school. This is
most like me in school.

Turn to page 4.

Which one is YOU? Let's look at the pictures together.

Starting at the top, the pictures say:

I wish I knew how to do Numbers BETTER. and I DON'T
LIKE Numbers.

DIRECTIONS (cont)

Across the bottom, the pictures say:

I like Numbers a WHOLE LOT. and I like Numbers a LITTLE.

How do YOU feel? Which one is most like YOU REALLY FEEL? Find YOU on this page. Put an X on the one which is really YOU.

(reread) I wish I knew how to do Numbers BETTER., I DON'T LIKE Numbers. I like Numbers a WHOLE LOT., I like Numbers a LITTLE.

Turn to page 5.

Which one is YOU? Let's look together.

Starting at the top, the pictures say:

I am HUNGRY at school. and I DON'T WANT to go to school.

Across the bottom, the pictures say:

I am GLAD I am in school. I am SLEEPY at school.

How do YOU feel? Which one is most like YOU REALLY FEEL? Put an X on the one which is really YOU.

(reread) I am HUNGRY at school. I DON'T WANT to go to school. I am GLAD I am in school. I am SLEEPY at school.

Turn to page 6.

Which one is YOU?

Starting at the top, the pictures say:

I DON'T LIKE to play on the playground. I'm NOT SURE what to do on the playground.

Across the bottom, the pictures say:

I like to be BUSY on the playground. I like to be VERY BUSY on the playground.

How do YOU feel? Put an X on the one which is really YOU.

DIRECTIONS (cont.)

(reread) I DON'T LIKE to play on the playground. I'm NOT SURE what to do on the playground. I like to be BUSY on the playground. I like to be VERY BUSY on the playground.

Turn to page 7.

Which one is YOU?

Starting at the top, the pictures say:

I like to read a LOT. I like to read a LITTLE.

Across the bottom:

I WISH I knew how to read BETTER. I DON'T LIKE to read.

How do YOU feel? Put an X on the one which is MOST LIKE YOU.

(reread) I like to read a LOT. I like to read a LITTLE.
I WISH I knew how to read BETTER. I DON'T LIKE to read.

Turn to page 8.

Which one is MOST LIKE YOU?

If I get mad, I fuss. If I get mad, I go play with someone else. If I get mad, I fight. If I get mad, I pout.

How do you feel: Put an X on the one which is MOST LIKE YOU.

(reread) If I get mad, I fuss. If I get mad, I go play with someone else. If I get mad, I fight. If I get mad, I pout.

Turn to page 9.

Which one is MOST LIKE YOU?

I am AFRAID at school. Sometimes I bite my nails at school.

Sometimes I feel like crying at school. I am NOT afraid at school.

DIRECTIONS (cont.)

Which one is MOST LIKE YOU? Put an X on the one which is MOST LIKE YOU.

(reread) I am **AFRAID** at school. Sometimes I bite my
nails at school. Sometimes I feel like crying
at school. I am **NOT** afraid at school.

Turn to page 10.

Which one is MOST LIKE YOU?

My favorite play is **TAG**. My favorite play is to be
by **MYSELF**.

My favorite play is **WITH OTHER CHILDREN**. My favorite
play is on the **SWING**.

How do you feel? Put an X on the one which is MOST LIKE YOU?

(reread) My favorite play is **TAG**. My favorite play is to
be by **MYSELF**. My favorite play is **WITH OTHER**
CHILDREN. My favorite play is on the **SWING**.

Turn to page 11.

Which one is MOST LIKE YOU?

Most of the time I **FINISH** my work. I **ALWAYS FINISH**
my work.

I **NEVER FINISH** my work. I **DON'T CARE** if I **FINISH**
my work.

How do you feel? Put an X on the one which is MOST LIKE YOU.

(reread) **MOST** of the time I **FINISH** my work. I **ALWAYS FINISH**
my work. I **NEVER FINISH** my work. I **DON'T CARE** if
I **FINISH** my work.

Turn to page 12.

Which one is MOST LIKE YOU?

Here I am on the playground. Here I am on the playground.

Here I am by myself on the playground. Here I am on the
playground.

DIRECTIONS (cont.)

How do YOU feel? Put an X on the one which is MOST LIKE YOU.

(reread) Here I am on the playground. Here I am on the playground. Here I am by myself on the playground. Here I am on the playground.

Turn to page 13.

Which one is MOST LIKE YOU?

My favorite time is MUSIC. My favorite time is ART.

My favorite time is P.E. My favorite time is READING.

How do YOU feel? Put an X on the one which is YOUR FAVORITE TIME.

Close your booklets.

Thank you for helping us to help you. I hope you had fun.

Scoring Instructions for SCI

The enclosed SCI may serve as a manual for scoring purposes. Reprints of the inventory will be revised so each picture will carry the value for scoring purposes and will therefore keep the teacher's checking time to a minimum. The test is of course designed to measure from an adequate to inadequate self-concept.

Point value on a scale of 1-4 are assigned each picture on pages 1-12. Page 13 carries no scoring value--simply a favorite subject choice.

Value of 1 corresponds to the more positive score
Value of 2 corresponds to a positive score
Value of 3 corresponds to a negative score
Value of 4 corresponds to a more negative score

The most positive or adequate self-concept is indicated by a lowest total score of 12 and the most negative or inadequate self-concept by the highest total score of 48. The score sheet carries page number and corresponding values. It is necessary only to circle the value the child has indicated by this X with the corresponding value on the score sheet and total the scores.

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at

School

SELF CONCEPT INVENTORY

BY

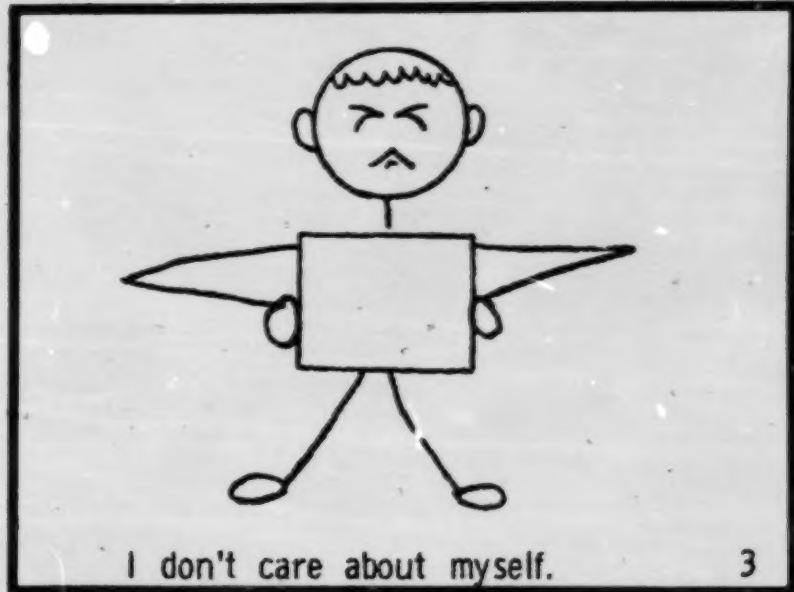
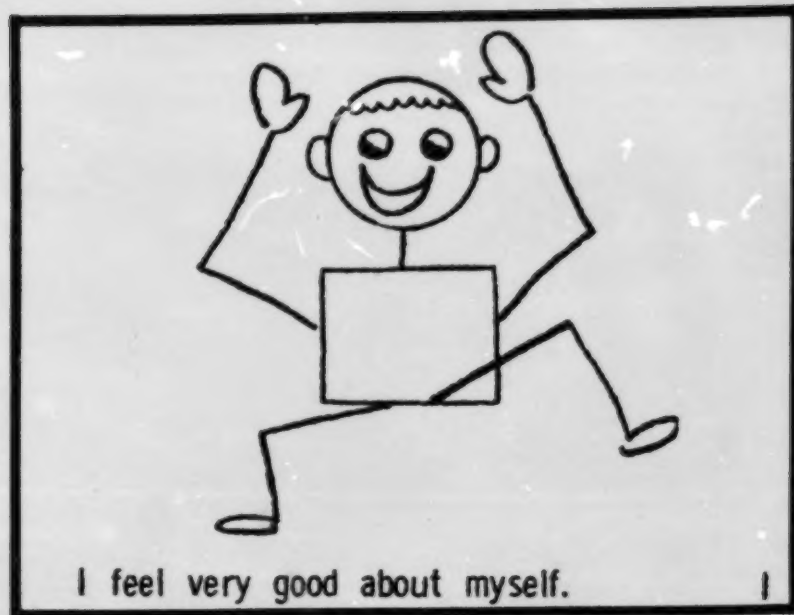
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JAMES H. ADAMS

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I like school a lot.

1



I like school a little.

2



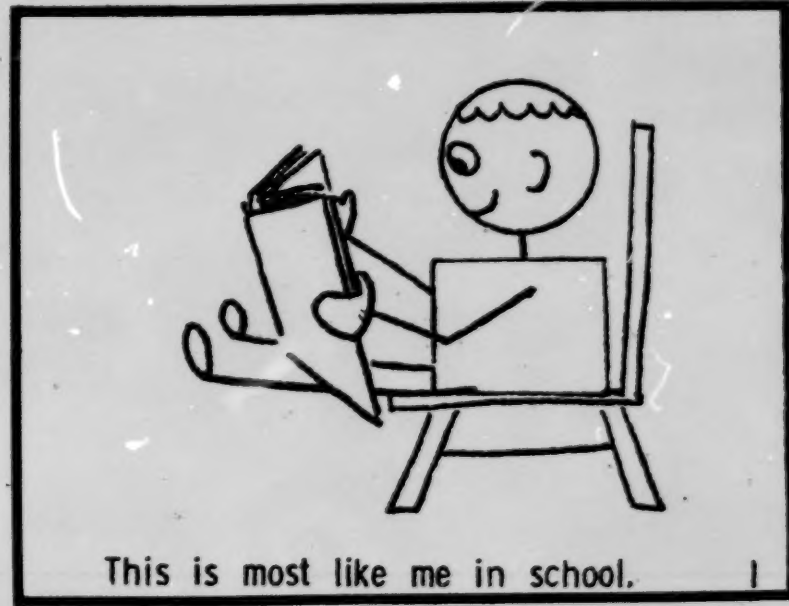
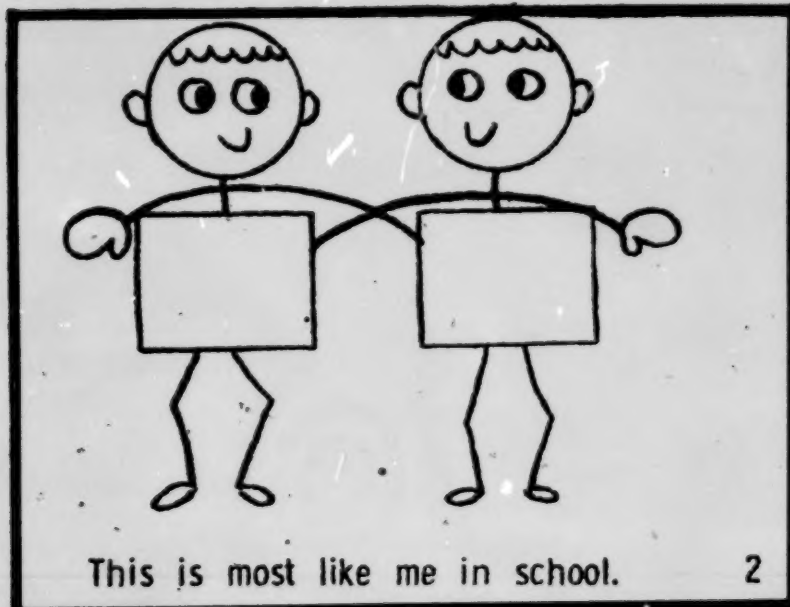
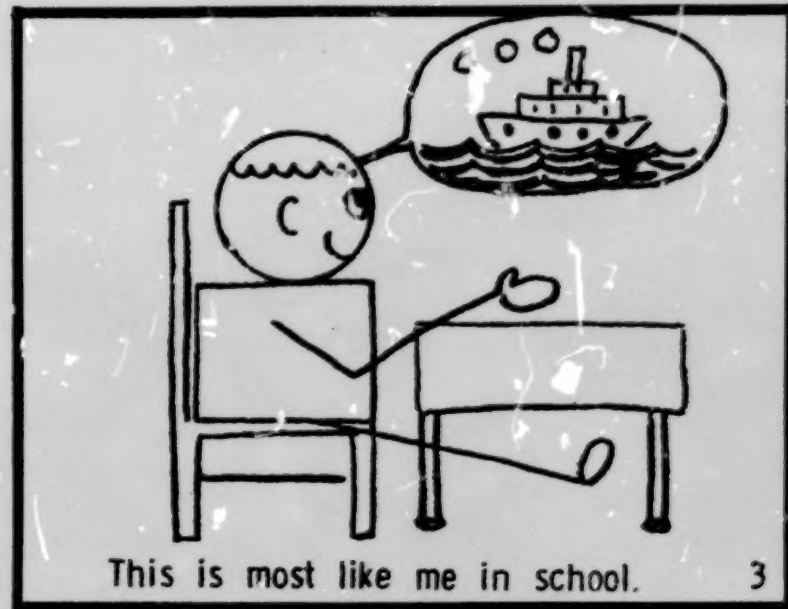
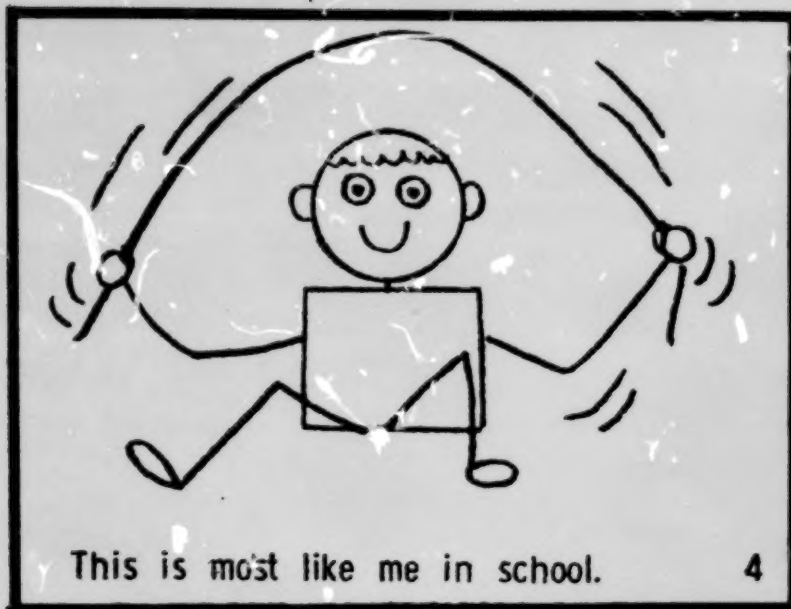
I wish I were watching TV.

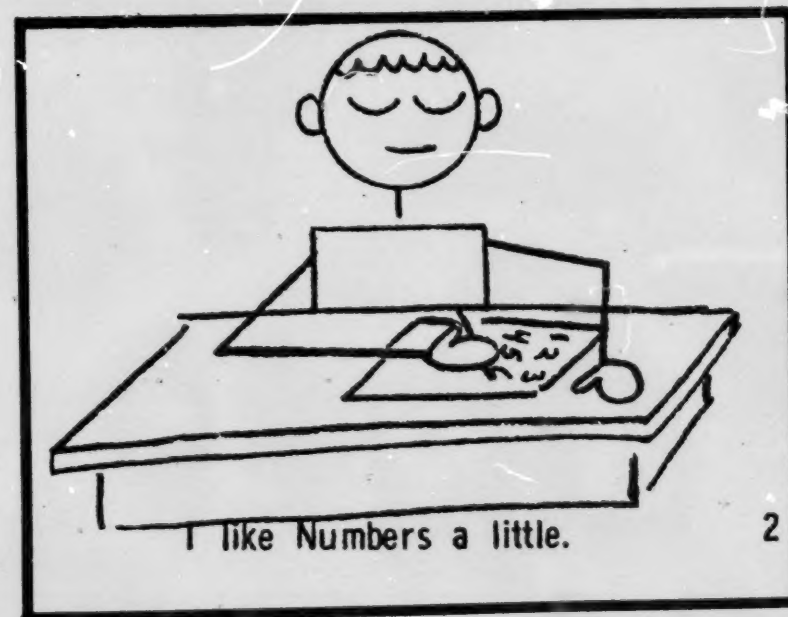
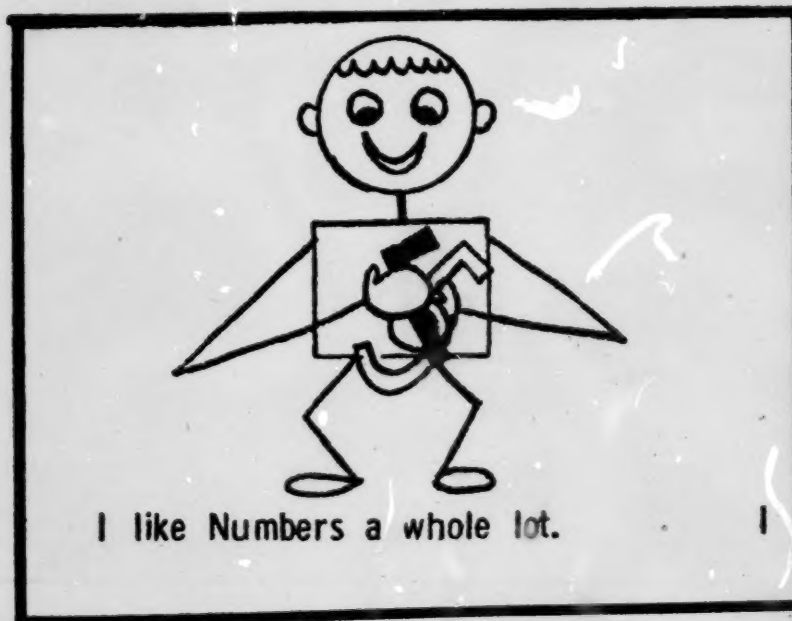
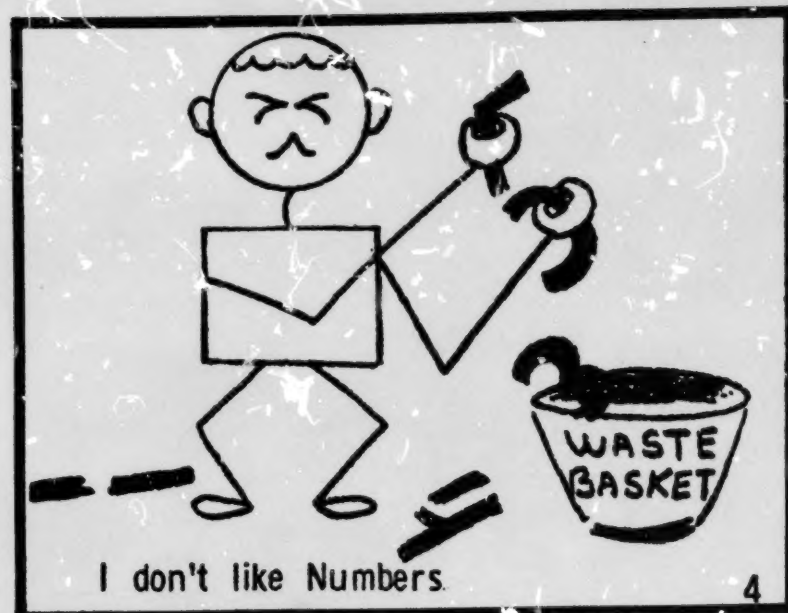
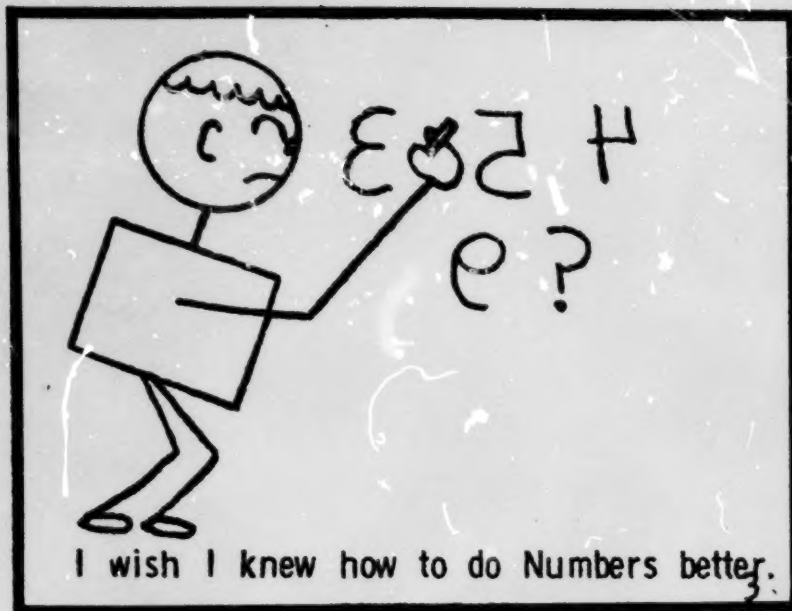
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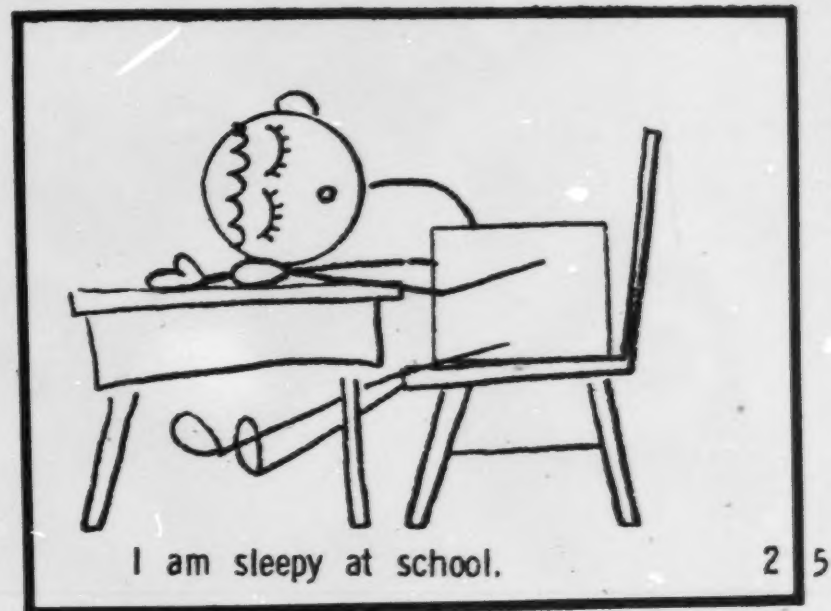
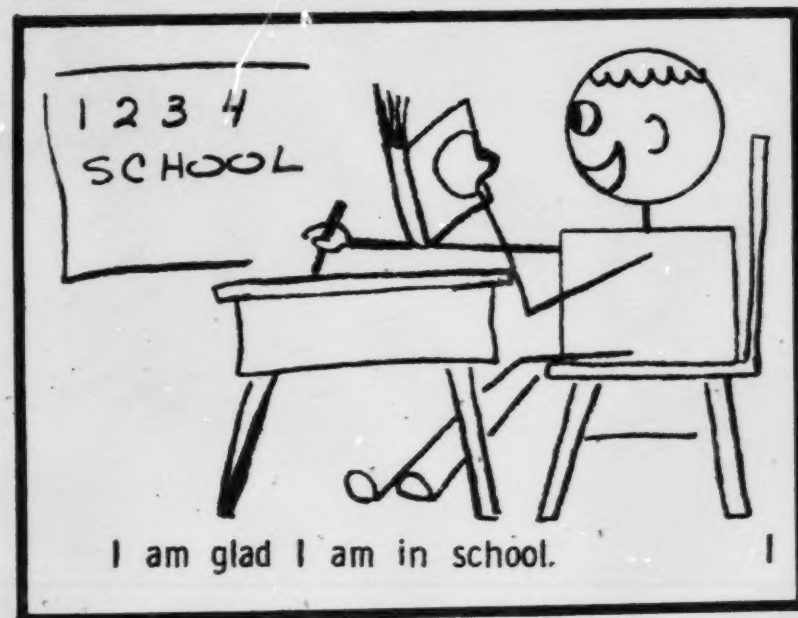


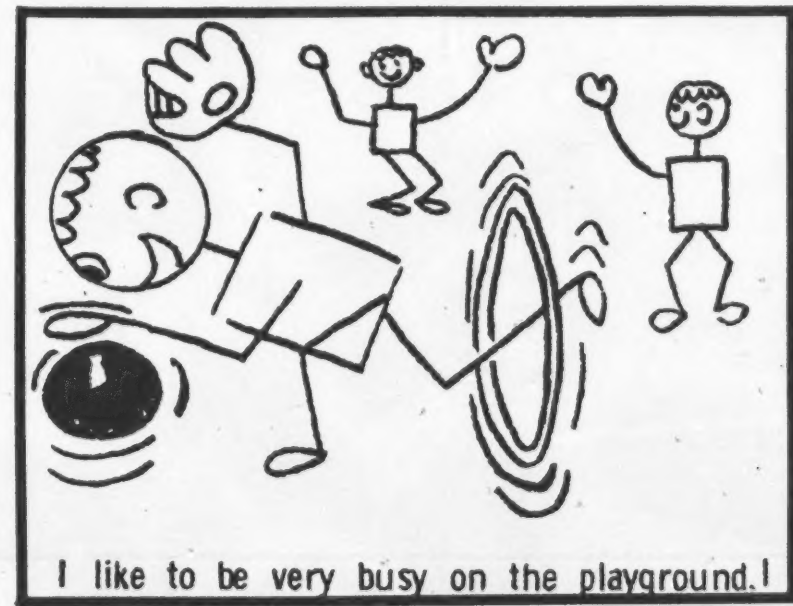
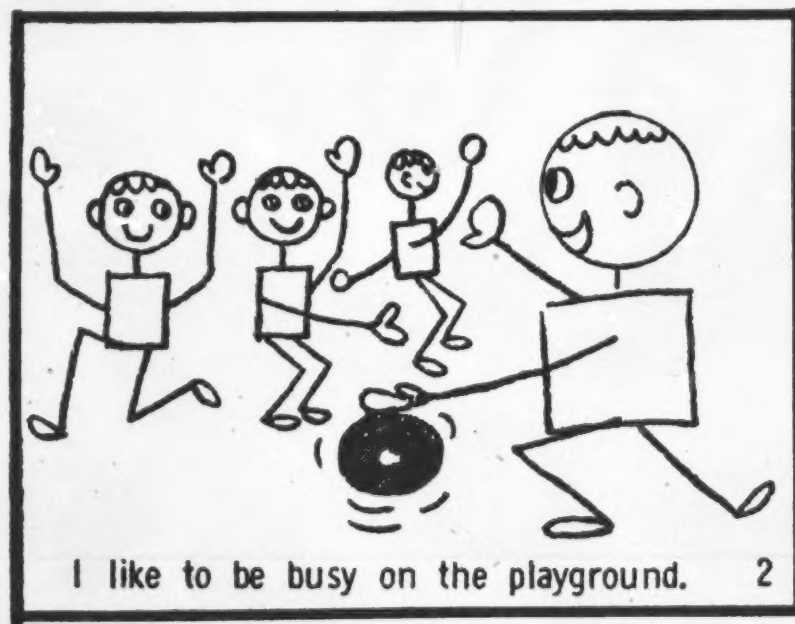
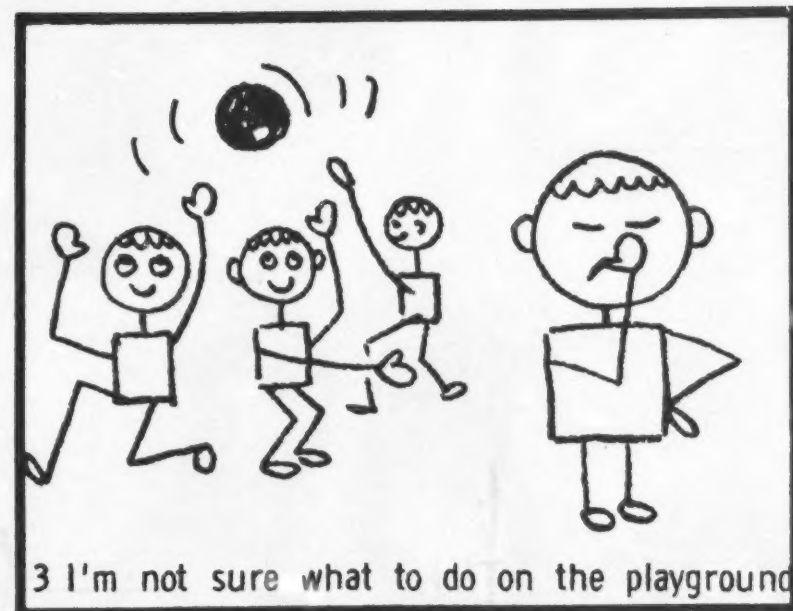
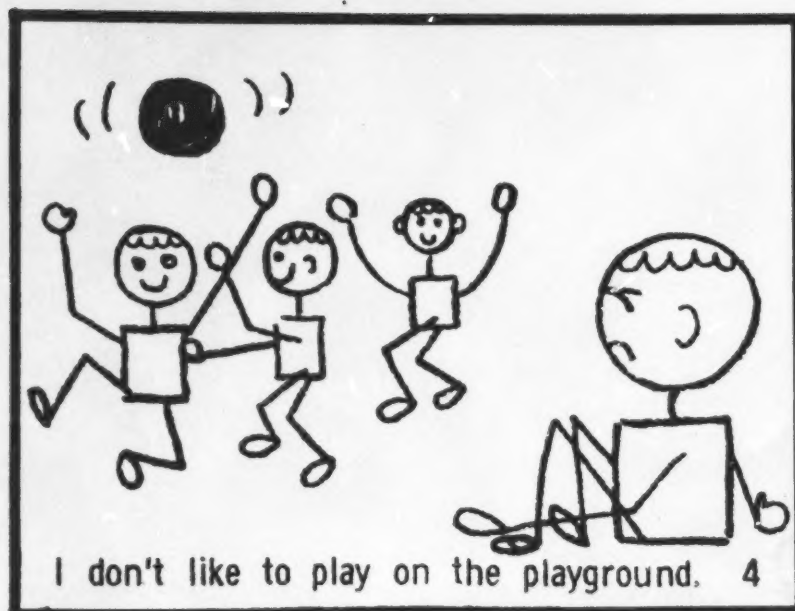
I wish I were home.

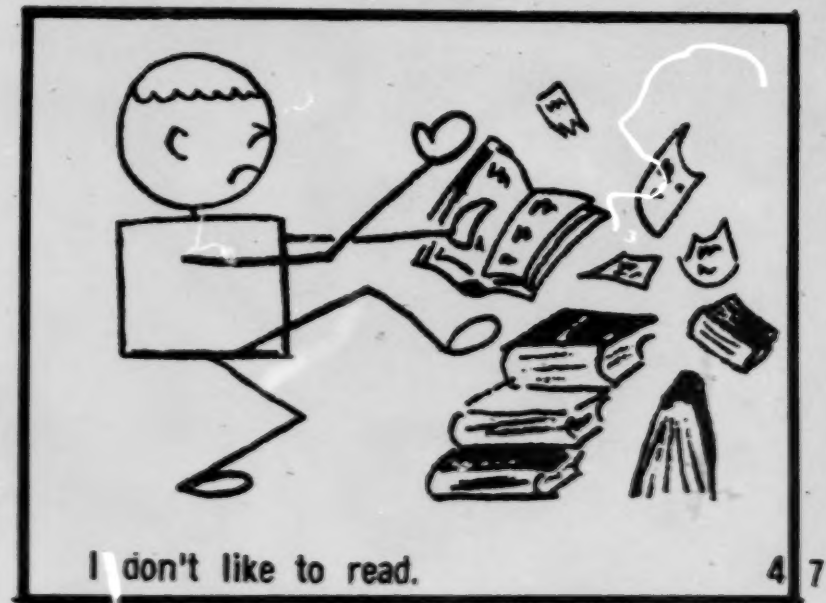
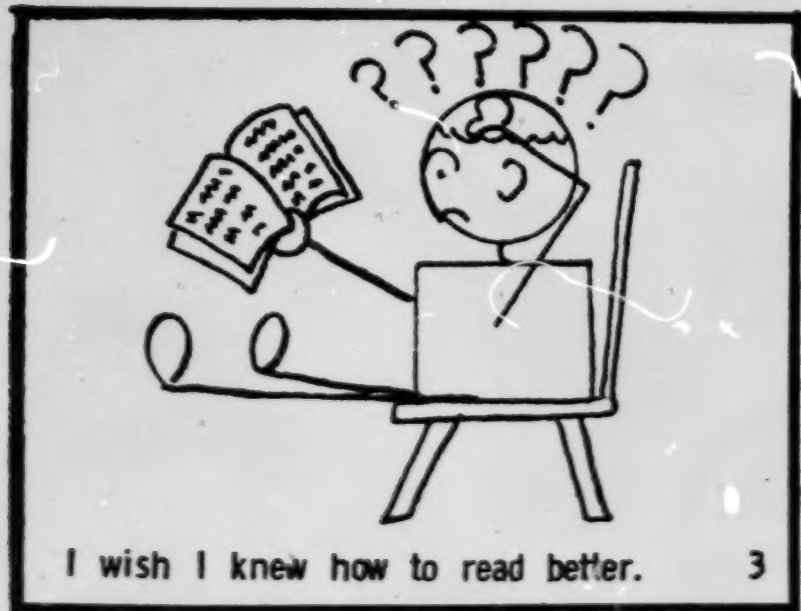
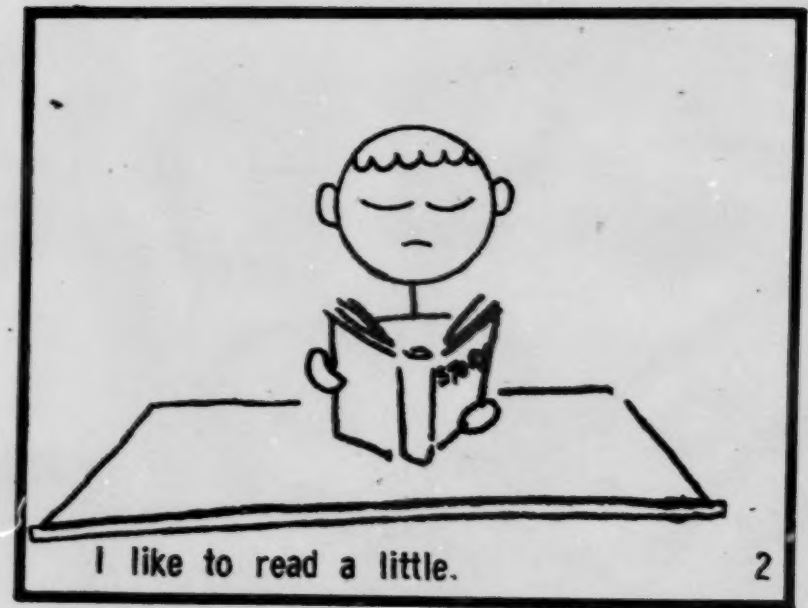
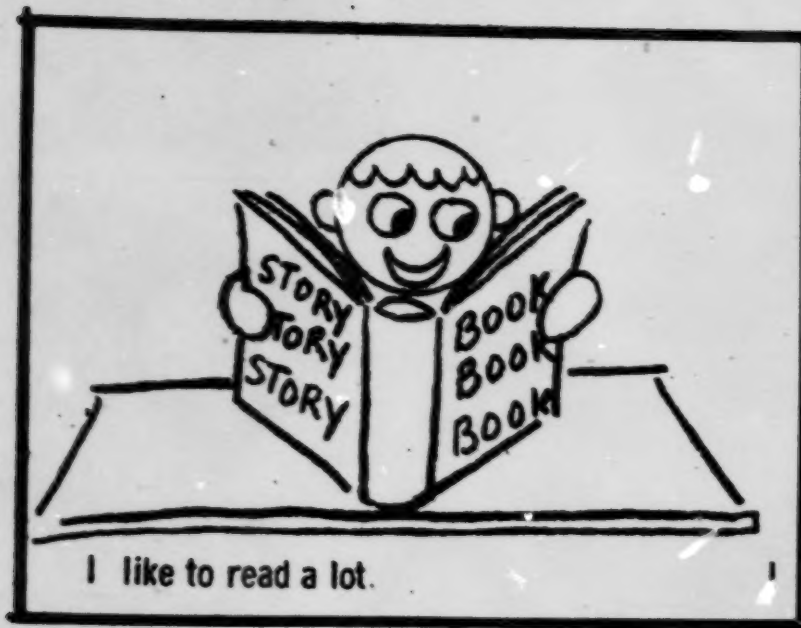
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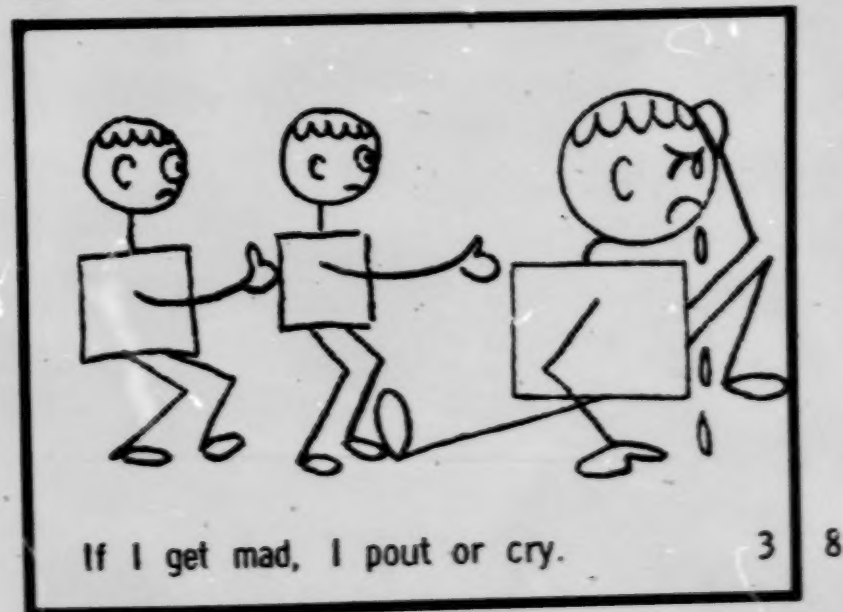
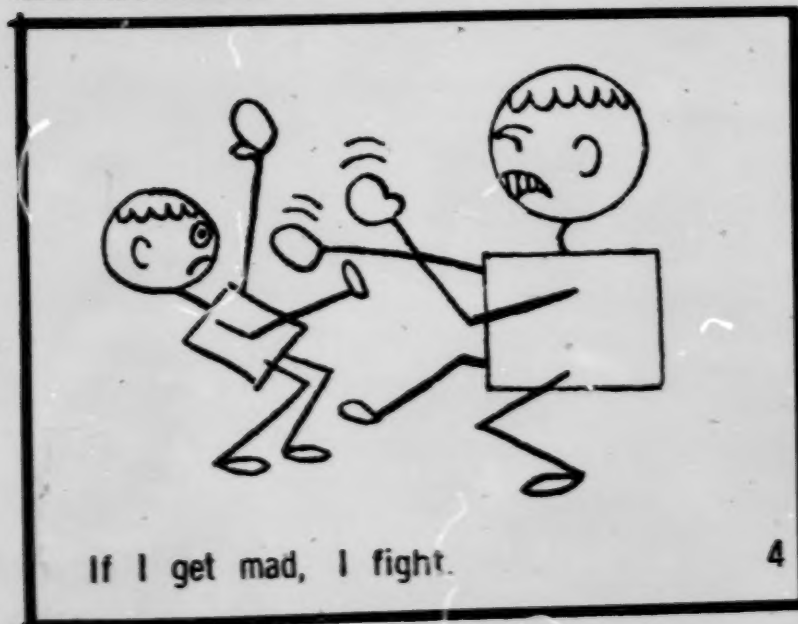
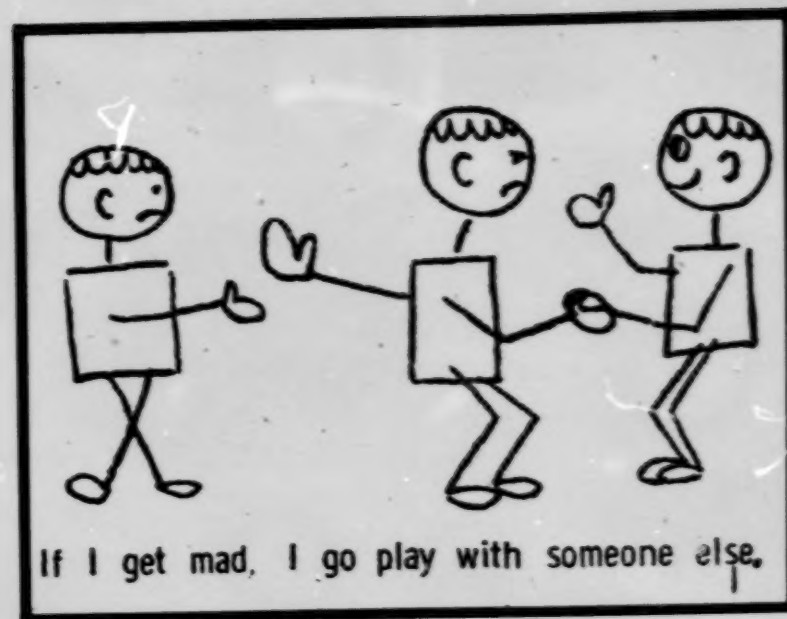
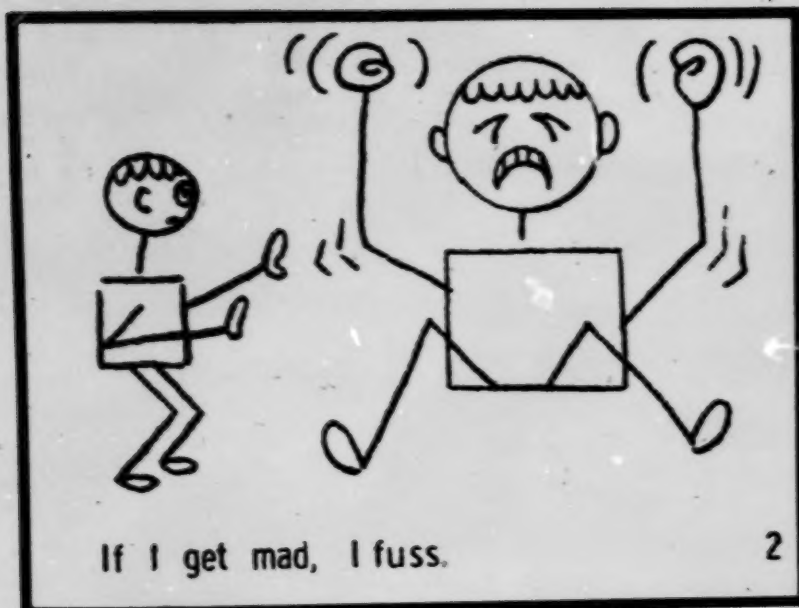


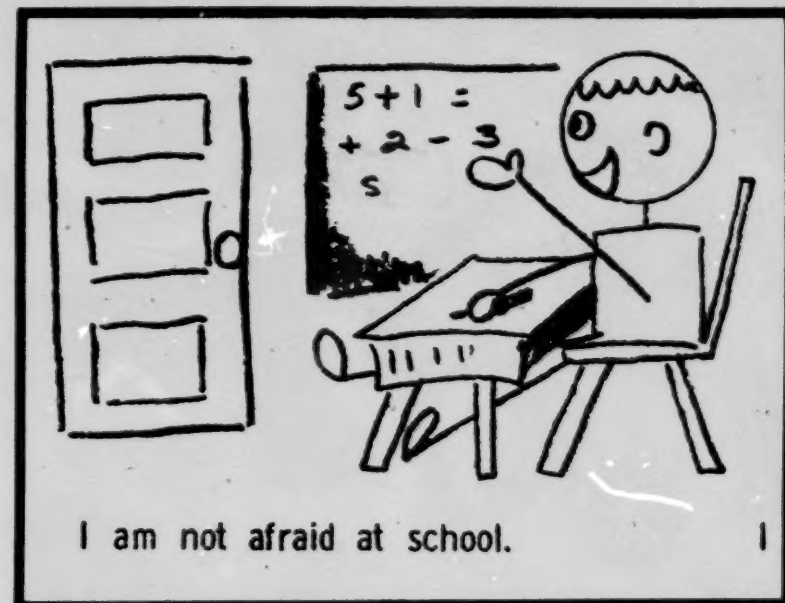
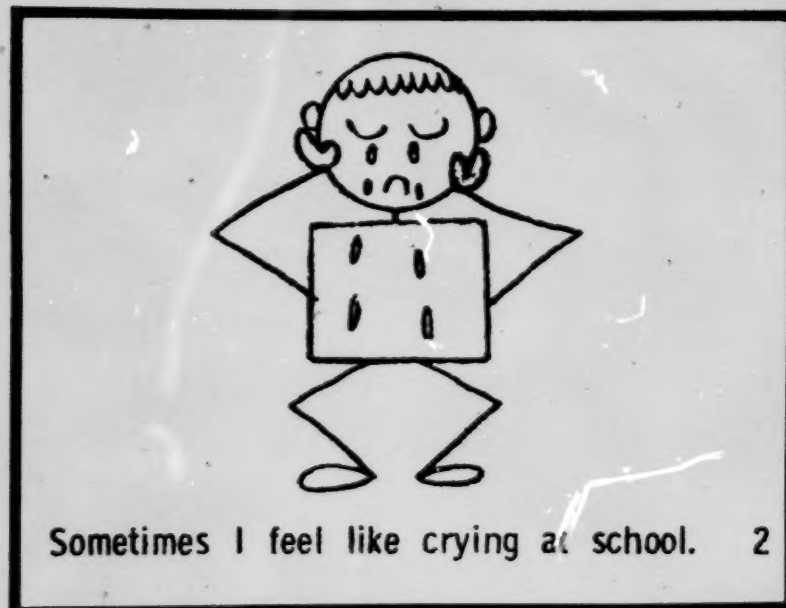
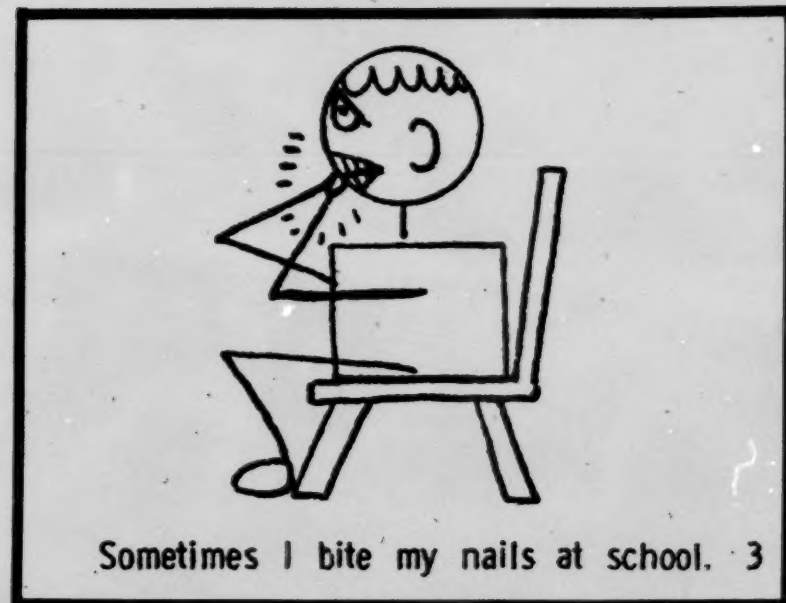
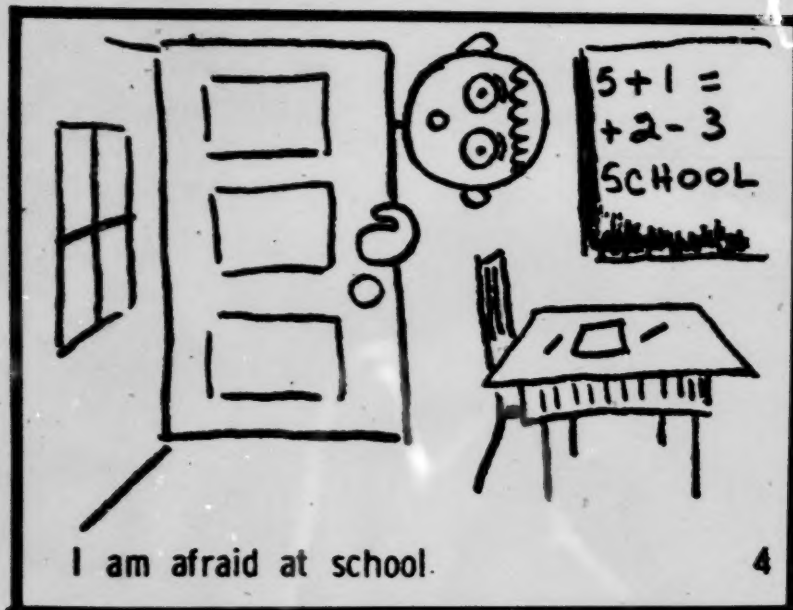














This is most like me on the playground. 3



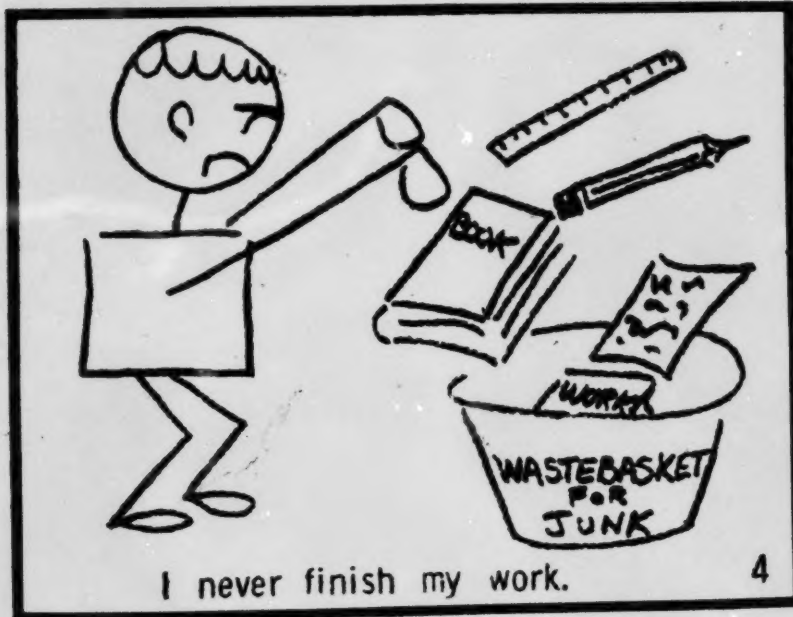
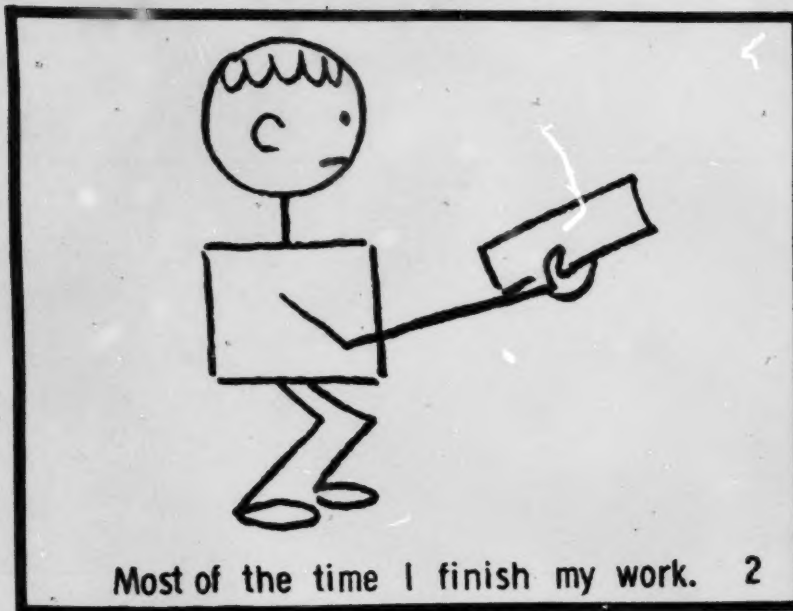
This is most like me on the playground. 4

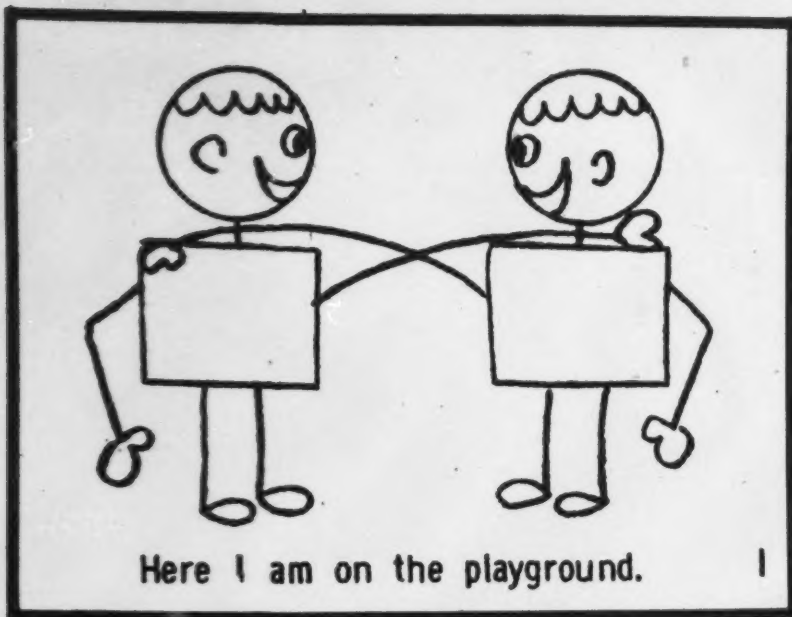


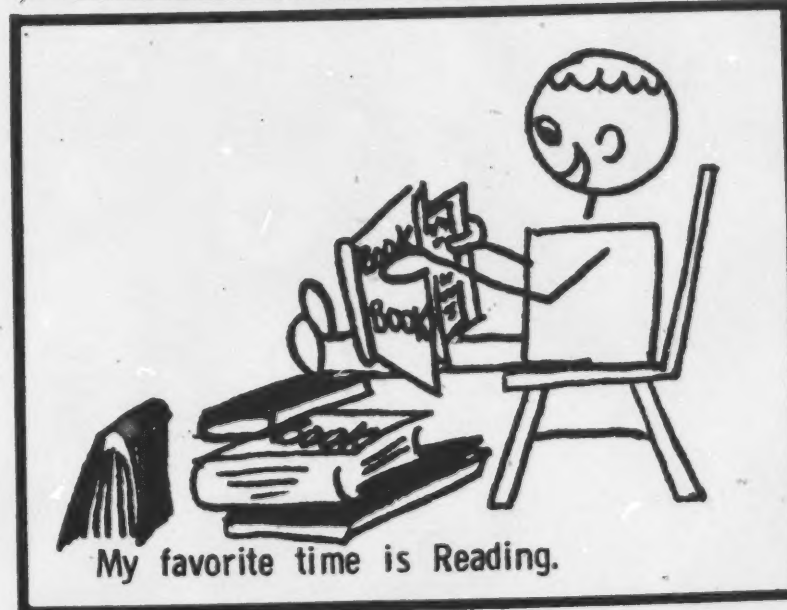
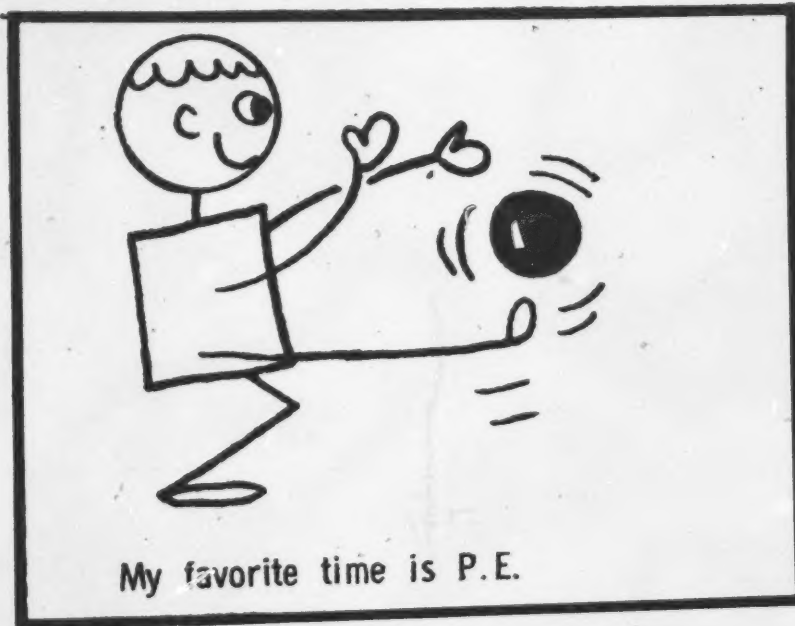
This is most like me on the playground. 1



This is most like me on the playground. 2







SELF CONCEPT INVENTORY

SCORE SHEET FOR _____ M F

DATE: _____ SCHOOL _____ GRADE _____ AGE _____

Page		R.		R.		R.		Pt.	Score
1	acceptable	2	exuberant	1	inadequate	4	indifferent	3	
2	adequate	1	dependent	2	passive	3	withdrawal	4	
3	hyperactive	4	avoidance	3	belongs	2	self-confident	1	
4	inadequate	3	destructive	4	exuberant	1	dependent	2	
5	anxiety	3	negativism	4	adequate	1	passive	2	
6	inadequate	4	inadequate	3	acceptable	2	exuberant	1	
7	self-confident	1	dependent	2	inadequate	3	negativism	4	
8	aggressive	2	adequate	1	aggressive	4	inadequate	3	
9	fear	4	anxiety	3	dependent	2	self-confident	1	
10	aggressive	3	withdrawal	4	belongs	1	acceptable	2	
11	dependent	2	persistent	1	negativism	4	indifferent	3	
12	belongs	1	acceptable	2	withdrawal	3	aggressive	4	
13	FAVORITE TIME:							TOTAL	
COMMENTS:									

TO: Dean Taylor, Director of Guidance and Title I Counselor
FROM: Willis Cook, Director Title I
DATE: May 13, 1971
RE: TITLE I EVALUATION

The objectives for the Title I Counseling Program as stated in the narrative for this school year are as follows:

- A. The general objective of the provision of a Guidance and Counseling Program is to provide such services at the elementary school level in Title I schools, which is above and beyond those provided by the LEA since such services are not provided at the elementary level for any of the elementary schools (Title I or non-Title I) in the LEA. The specific objectives of the Guidance Counseling Program are:
1. To work toward improvement of the self-image of the educationally disadvantaged child through the utilization of individual and group counseling approaches. This objective will be measured by the use of the Self-Concept Picture Inventory and the Title I Pupil Evaluation Cards both developed by the LEA.
 2. To work toward the rehabilitation of attitudes toward school and peer groups through a program of parent-child-counselor contacts involving conferences and involvement of parents in decision making pertaining to the child. This objective will be measured by the use of the Self-Concept Picture Inventory and the Title I Pupil Evaluation Cards, both developed by the LEA.
 3. To help students toward a more positive and constructive response to the general education program through cooperation with and utilization of neighborhood and community groups, outside agencies, and community enrichment facilities (e.g. higher education special programs, Neighborhood Youth Center, field trips to area points of interest, etc.). This objective will be measured by the use of the Self-Concept Picture Inventory and the Title I Pupil Evaluation Cards, both developed by the LEA.

The Title I guidelines state the program must be evaluated in terms of the stated objectives and must include copies of the instruments used in measuring these objectives. Objective #3 should include the names of neighborhood and community groups, outside agencies, community enrichment facilities, higher education special programs, Neighborhood Youth Center, etc., with which you have worked and an evaluation of their importance to the program should be included.

TM 007543

It is mandatory that I have a specific and detailed written evaluation of the Title I Counseling Program before the counselors leave for their summer vacation. This should be done during the two-week period after the close of the school year.

1970 - 1971 SCHOOL YEAR

Guidance and counseling were provided as supportive services for children in the Title I instructional program, since such services are not provided at the elementary level for any of the elementary schools (Title I or non-Title I) in the LEA. It was felt that such services were appropriate and necessary in order to enable the educationally disadvantaged child to progress satisfactorily in the instructional program. This evaluation of the 1970-1971 counseling program will contain a description of the facilities and personnel involved, an explanation of how the program's objectives were carried out, and a statistical summary containing the results of the instruments employed to measure these objectives.

Five certified elementary school counselors serve students in the Title I instructional program of ten schools. They are all provided with adequate office space and supplies to carry out their supportive services.

Three objectives were specified for the 1970-1971 Guidance Counseling Program. The first was "to work toward improvement of the self-image of the educationally disadvantaged child through the utilization of individual and group counseling approaches." The counselors examined the results of the Self-Concept Picture Inventory and the Title I Pupil Evaluation Cards which were administered to each child in the instructional program. This was done in order to determine in which areas each particular child was having problems of adjustment. It was then decided which counseling approach would best fit the needs of the individual student. A variety of techniques were employed. Individual counseling with the student was most widely utilized. However, group counseling proved to be a very economical approach since more students could be reached at one time. Children were also given opportunities to experience the importance of different life values through some novel "value games" devised by one of the counselors. Behavior modification techniques based on the Skinnerian model of operant conditioning were employed where the specific situation was amenable to such procedures. Most individual counseling done with the primary level students in the instructional program emphasized the use of play process. This approach involved the use of play materials as a communicative device with children who have not yet mastered the art of verbal interaction. Bibliotherapy, the use of books and pamphlets with a socio-affective theme, was employed also at the discretion of the individual counselor.

The second objective of the Guidance Counseling program was "to work toward the rehabilitation of the attitudes toward school and peer groups through a program of parent-child-counselor contacts involving conferences and involvement of parents in decision making pertaining to the child." This objective was facilitated by a series of conferences with parents where the counselor felt some progress could be made. Attempts were made to help parents understand their child's overall behavior and school related problems, and to encourage them to create an emotionally healthy environment in the home. Some parental counseling was also carried out when it was felt by both parent and counselor that the parent was beset with personal problems which were interfering with the emotional well being of the child. Counselors also became increasingly involved in the placement of children in the best possible learning environment and were on hand

to orient any new students to their particular school. Visits were made to the homes of the students in order to become acquainted with the home situations which their students deal with each day of their lives. Such visits provided a wealth of content for counseling sessions with children having home problems.

The final objective was "to help students toward a more positive and constructive response to the general education program through cooperation with and utilization of neighborhood and community groups, outside agencies, and community enrichment facilities..." Numerous organizations were involved in meeting this objective. Through their assistance it is felt that a number of students were helped to accept education as a realistic and worthwhile part of their lives, and many student perceptions of school as a hostile environment were altered. Some outstanding examples of help from other organizations and agencies are: the Alton Housing Counselor was instrumental in condemning a dilapidated home and encouraging the Alton Housing Authority to find a new home for the family involved. The children have since made better adjustments to school life and life as a whole. The Alton Park and Recreation Department assisted in getting a child with social problems into Little League Baseball. This experience was instrumental in the rehabilitation of the child's social attitudes. Social Workers from the Illinois Division of Children and Family Services were able to alleviate many conditions hindering the emotional and educational growth of students. Inclusion of all examples of cooperation with local organizations is beyond the scope of this report, however a listing of other agencies utilized may be of some benefit. They are: Alton Police Department, Alton Township Supervisor of General Assistance, Boy Scouts of America, Piassa Bird Council, Catholic Charities, Girl Scouts of U.S.A., River Bluff Council, Illinois Children's Home and Aid Society, Lincoln Gardens Community Center, Madison County Department of Public Aid, Madison County Economic Opportunity Committee, Madison County Housing Authority, Madison County Juvenile Detention Home, Madison County Mental Health Clinic, Y.M.C.A., Y.W.C.A., Middletown Neighborhood Center, and Salvation Army Citadel.

The measurement devices used to evaluate these objectives include the Self-Concept Picture Inventory and Title I Pupil Evaluation Cards, which were both developed by the LEA. The Self-Concept Picture Inventory is an instrument designed to delineate the various adequate and inadequate self-concept traits of children. It can be administered in a group or individually. Choices of pictures are presented to the child and he is asked to mark the one which he sees as most nearly like his real self. Point values were assigned to each of the pictures in the test. The most negative or inadequate self-concept was indicated by the total highest score of 48 and the most positive or adequate self-concept by the lowest total score of 12.

The Title I Pupil Evaluation Cards take the form of a rating scale in which each student is evaluated in a series of 36 traits. Each counselor in conjunction with teachers and other school personnel made these judgments. Each trait is marked either Yes, Neutral, or No for each student. These were totaled for all students in the instructional program. Both the SCPI and the Title I Pupil Evaluation Cards were administered in the Fall 1970 and the Spring 1971, so that pre-test and post-test measures could be compared.

TABLE I. Percentage of Improvement in SCPI by School and Total

SCHOOL	NUMBER OF STUDENTS	IMPROVED	UNIMPROVED
Eunice Smith	47	44%	56%
Horace Mann	27	48%	52%
Humboldt	21	40%	60%
Irving	23	50%	50%
Lincoln-Douglass	41	59%	41%
Lovejoy	23	47%	53%
Lowell	13	25%	75%
Rufus Easton	17	51%	49%
Washington	13	70%	30%
TOTAL	225	49%	51%

Examination of the results of the Title I Pupil Evaluation Cards indicates that students made improvement on 32 of the 36 traits within a range of 0.6% to 41.1%. The results are presented in detail in Table II.

TABLE II. Percentage of Improvement as Indicated on Title I Pupil Evaluation Cards

TRAIT	FALL %	SPRING %	DIFFERENCE
1. Belongs	73.9	85.6	+ 11.7
2. Restless	51.1	34.7	+ 16.4
3. Insecure	54.5	36.8	- 17.7
4. Worried-Apprehensive	48.5	36.5	- 12.0
5. Needs School Discipline	24.4	25.5	+ 1.1
6. Feels Wronged	28.4	16.0	- 12.4
7. Oversensitive	38.2	22.4	- 15.8
8. Sex Problems	2.6	1.0	- 1.6
9. Dependable	52.4	71.4	+ 19.0

TABLE II Continued.

TRAIT	FALL %	SPRING %	DIFFERENCE
10. Passive	44.2	34.5	- 9.7
11. Mannerly	76.9	81.3	+ 4.4
12. Rebellious	12.5	11.3	- 1.2
13. Curious	47.5	78.3	+ 30.8
14. Responsive	74.3	85.2	+ 10.9
15. Cruel	3.4	2.8	- 0.6
16. Truthful	79.6	88.0	+ 8.4
17. Day Dreams	59.3	45.4	- 13.9
18. Home Problems	45.0	42.4	- 2.6
19. Cooperative Home	70.7	77.2	+ 6.5
20. Motor Control	92.8	96.4	+ 3.6
21. P.E. Participant	95.1	93.4	- 1.7
22. Playground Participant	89.8	93.9	+ 4.1
23. Nutrition (ok)	86.2	92.0	+ 5.8
24. Health (ok)	94.0	93.0	- 1.0
25. Attendance (ok)	92.9	95.2	+ 2.3
26. Observable Disabilities	12.2	10.6	- 1.6
27. Oral Vocabulary (ok)	66.9	77.4	+ 10.5
28. Speaks Well	70.5	85.1	+ 14.6
29. Class Conversationalist	36.9	55.2	+ 18.3
30. Reading Attitude (good)	73.9	85.0	+ 11.1
31. Reads Books	31.7	72.8	+ 41.1
32. Work Habits (good)	28.7	47.1	+ 18.4
33. Attention Span (good)	26.2	48.6	+ 22.4
34. Appreciates Music	84.9	79.3	- 5.6
35. Art Attitude (good)	88.7	97.0	+ 8.3
36. Appreciates Art	88.5	96.2	+ 7.7

TABLE II. Percentage Totals of Improvement on Title I Base-Line Data Traits

TRAIT	FALL %	SPRING %	DIFFERENCE
1. Belongs	66.9	80.0	+ 13.1
2. Restless	48.1	40.4	- 7.7
3. Insecure	51.3	43.2	- 8.1
4. Worried-Apprehensive	32.9	37.2	+ 4.3
5. Needs School Discipline	28.6	30.5	+ 1.9
6. Feels Wronged	26.0	22.1	- 3.9
7. Oversensitive	28.9	26.4	- 2.5
8. Sex Problems	4.4	5.3	+ .9
9. Dependable	51.8	68.6	+ 16.8
10. Passive	47.1	33.3	- 13.8
11. Mannerly	74.8	82.8	+ 8.0
12. Rebellious	21.2	18.9	- 2.3
13. Curious	56.5	80.5	+ 24.0
14. Responsible	61.5	85.0	+ 23.5
15. Cruel	8.7	7.9	- .8
16. Truthful	64.5	83.1	+ 18.6
17. Day Dreams	50.7	41.3	- 9.4
18. Home Problems	54.3	55.4	+ 1.1
19. Cooperative	59.8	79.0	+ 19.2
20. Motor Control (ok)	80.7	94.7	+ 14.0
21. P.E. Participant	86.7	94.7	+ 8.0
22. Playground Participant	79.7	90.2	+ 10.5

TABLE II. Continued

TRAIT	FALL %	SPRING %	DIFFERENCE
23. Nutrition (ok)	79.3	91.2	+ 11.9
24. Health (ok)	91.0	92.3	+ 1.3
25. Attendance (ok)	90.5	96.0	+ 5.5
26. Observable Disabilities	7.4	11.1	+ 3.7
27. Oral Vocabulary (ok)	37.8	70.8	+ 33.0
28. Speaks Well	79.0	71.2	- 7.8
29. Class Conversationalist	38.3	49.1	+ 10.8
30. Reading Attitude (good)	47.2	83.5	+ 36.3
31. Reads Books	23.4	50.2	+ 26.8
32. Work Habits (good)	26.7	50.7	+ 24.0
33. Attention Span (good)	19.0	46.0	+ 27.0
34. Appreciates Music	65.2	76.1	+ 10.9
35. Art Attitude (good)	68.8	92.0	+ 23.2
36. Appreciates Art	71.4	89.0	+ 17.6

Guidance and Counseling were provided as supportive services for children in the Title I instructional program, since such services are not provided at the elementary level for any of the elementary schools (Title I or non-Title I) in the LEA. It was felt that such services were appropriate and necessary in order to enable the educationally disadvantaged child to progress satisfactorily in the instructional program. This evaluation of the 1971-1972 counseling program will include a description of the facilities and personnel involved, an explanation of how the program's objectives were carried out, and a statistical summary containing the results of the instruments employed to measure these objectives.

Five certified elementary school counselors serve students in the Title I instructional program of ten schools. They are all provided with adequate office space and supplies to carry out their supportive services.

Three objectives were specified for the 1971-1972 Guidance and Counseling Program. The first was "to work toward the development of a positive self concept for the educationally disadvantaged child through the utilization of individual and group counseling approaches." Negative self concepts were seen as a prime factor in these children's lack of motivation for academic work. Each counselor examined both the Self-Concept Picture Inventory and the Title I Pupil Evaluation Cards which were administered to each child participating in the instructional program. From this examination it was determined which children were having problems of a socio-affective nature. Each counselor then decided the appropriate counseling approach to use with each child. A variety of techniques were employed. Individual Counseling was most widely utilized. However, Group counseling proved to be a very economical approach since more students could be reached at one time. Group processes also allow the student to attempt new behaviors in a "safe" social setting. Children were also involved in "value experiencing" through the utilization of some novel "value games" devised by one of the counselors. Behavior modification techniques based on the Skinnerian model of operant conditioning were employed where the specific situation was amenable to such procedures. Most individual counseling done with primary level students emphasized the use of play process. This involves the use of play materials as a communicative device with children who have not yet mastered the art of verbal interaction. Group approaches with these students utilized the Developing Understanding of Self and Others (DUSO) Program. Bibliotherapy, the use of books and pamphlets with a socio-affective theme, was employed also at the discretion of the individual counselor.

The second objective of the Guidance and Counseling Program was "to work toward the continuous improvement of the child's attitudes pertaining to school and peer groups through the counselor's program of consultations and conferences with parents and teachers." A personality checklist was developed during the summer of 1971 to assist the counselor in assessing the progress of this objective. This measure was completed by the classroom teacher at the beginning of the school year and every grading period thereafter. This objective was fulfilled by a series of conferences with parents where the counselor felt some progress could be made. Attempts were made to help parents understand their child's overall behavior and school related problems, and to encourage them to create an emotionally healthy environment in the home. Some parental counseling was also carried out when it was felt by both parent and

counselor that the parent was beset with personal problems which was interfering with the emotional well being of the child. Counselors also became increasingly involved in the placement of children in the best possible learning environment and were on hand to orient any new students to their particular school. Visits were made to the homes of students in order to experience, first hand, the domestic environments of the students. Such visits provided a wealth of content for counseling sessions with children having home problems.

The final objective was to help students develop a more positive and constructive response to the general education program through cooperation with and the utilization of neighborhood and community groups and agencies (e.g. Neighborhood Youth Center, Volunteers for Youth tutoring program, State and local child-centered agencies, etc.). Numerous organizations were involved in meeting this objective. Through their assistance it is felt that a number of students were helped to accept education as a realistic and worthwhile part of their lives, and many student perceptions of school as a hostile environment were altered. For example, social workers from the Illinois Division of Children and Family Services were able to alleviate many conditions hindering the emotional and educational growth of students. The personnel at the Madison County Mental Health Clinic assisted the counselors with children whose problems were beyond the realm of school counseling. Inclusion of all examples of cooperation with local organizations is beyond the scope of this report, however a listing of other agencies utilized may be of some benefit. They are: Alton Police Department, Alton Township Supervisor of General Assistance, Boy Scouts of America--Piasa Bird Council, Catholic Charities, Girl Scouts of the U.S.A.--River Bluff Council, Illinois Children's Home and Aid Society, Lincoln Gardens Community Center, Madison County Department of Public Aid, Madison County Housing Authority, Madison County Juvenile Detention Home, Y.M.C.A., Y.W.C.A., Middletown Neighborhood Center, and Salvation Army Citadel.

The measurement devices used to evaluate these objectives include the Self Concept Picture Inventory and Title I Pupil Evaluation Cards, which were both developed by the LEA. The Self Concept Picture Inventory is an instrument designed to delineate the various adequate and inadequate self concept traits of children. It can be administered in a group or individually. Choices of pictures are presented to the child and he is asked to mark the one which he sees as most nearly like his real self. Point values were assigned to each of the pictures in the test. The most negative or inadequate self concept was indicated by the total highest score of 48 and the most positive or adequate self concept by the lowest score of 12.

The Title I Evaluation Cards take the form of a rating scale in which each student is evaluated on a series of 36 traits. Each counselor in conjunction with teachers and other school personnel made these judgments. Each trait is marked either Yes, Neutral, or No for each student. These were totalled for all students in the instructional program. Both the SCPI and the Title I Pupil Evaluation Cards were administered in the Fall, 1971, and the Spring, 1972, so that pre-test and post-test measures could be compared.

Surmising the individual's self concept is a monumental problem. Therefore, minute improvements or orientation toward others constitute major gains. The counselor can expect to see progression and regression in varying degrees with the individual. The results of the Self Concept Picture Inventory are presented in Table I. Results indicate a proportion of students in each school showed improvements in their self concepts, ranging from 25% of the students in the least improved school to 70% in the most improved school. 49% of the students in the entire instructional program showed improvement as measured by the SCPI.

Surmising the individual's self-concept is a monumental problem. Therefore, minute improvements or orientation toward others constitute major gains. The counselor can expect to see progression and regression in varying degrees with the individual. The results of the Self-Concept Picture Inventory are presented in Table I. Results indicate a proportion of students in each school showed improvement in their self-concepts, ranging from forty percent of the students in the least improved school to seventy-five percent in the most improved school. Fifty-three percent of the students in the entire instructional program showed improvement as measured by the SCPI.

TABLE I. Percentage of Improvement in SCPI by School and Total

School	Number of Students	Improved	Unimproved
Eunice Smith	47	57%	43%
Humboldt	23	52%	48%
Irving	26	54%	46%
Lincoln-Douglass	46	50%	50%
Lovejoy	23	40%	60%
Rufus Easton	46	48%	52%
Washington	12	75%	25%
TOTAL	223	53%	47%

Examination of the results of the Title I Pupil Evaluation Cards indicates that students made improvement on 30 of the 36 traits within a range of 1% to 36.3%. The results are presented in detail in Table II.